

CONSOLIDATED STATE PERFORMANCE REPORT: Part I

for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended by the
No Child Left Behind Act of 2001

For reporting on
School Year 2002-2003



DUE DECEMBER 22, 2003

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202**

INTRODUCTION

The No Child Left Behind (NCLB) Consolidated State Performance Report will consist of two information collections each year. The first part of the Consolidated State Performance Report will be due in December of each year and the second part of the report will be due the following Spring.

This workbook contains Part I of the U.S. Department of Education's Consolidated State Performance Report instrument for State formula grant programs authorized by the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001(NCLB). The workbook contains State reporting requirements for information from the 2002-2003 school year due to the Department by **December 22, 2003**. The Secretary will use this information as part of his first annual report to Congress on the implementation of NCLB.

States may use this format or a format of their choosing to submit the required information. If the information is available through another source, States may refer the Department to that source, e.g., State Report Cards. If a State refers the Department to another source, it must provide specific information on where the data may be accessed, e.g. the URL for the State Report Card.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the 2002-2003 school year must respond to this Consolidated State Performance Report. Reports are due to the Department on **December 22, 2003**, and should reflect data from the 2002-2003 school year.

TRANSMITTAL INSTRUCTIONS

To expedite the receipt of this report, please send your report via the Internet as a .doc file, pdf file, rtf or .txt file to conreport@ed.gov, or provide the URL for the site where your submission is posted on the Internet. Please send a follow-up, signed paper copy of "Consolidated State Performance Report Signature Page" via an express courier to the address below.

A State that submits only a paper report should mail the submission by express courier to:

Daisy Greenfield
U.S. Department of Education
Room 3E307
400 Maryland Avenue, S.W.
Washington, DC 20202-6400

According to the Paperwork Reduction Act of 1965, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0614. The time required to complete this information collection is estimated to average 361 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) or suggestions for improving this form, please write directly to Consolidated State Performance Report, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3E307, Washington, DC 20202-6400.

OMB Number: 1810-0614
Expiration Date: 05/31/2004

Consolidated State Performance Report
For
State Formula Grant Programs
under the
Elementary And Secondary Education Act
as amended by the
No Child Left Behind Act of 2001

Name of State Educational Agency (SEA) Submitting This Report:

South Dakota Department of Education

Address:

700 Governor's Drive, Pierre, SD 57501

Person to contact about this report:

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Name of Authorizing State Official: (Print or Type):

Dr. Rick Melmer, Secretary of Education, SD Department of Education

Signature

Date

I. STUDENT ACADEMIC ACHIEVEMENT

In the following charts, please provide student achievement data from the 2002-2003 school year test administration. Charts have been provided for each of grades 3 through 8 and high school to accommodate the varied State assessment systems in mathematics and reading/language arts during the 2002-2003 school year. States should provide data on the percentage of students scoring at the proficient and advanced levels for those grades in which the State administered mathematics and reading/language arts assessments during the 2002-2003 school year.

Response:

The following charts are provided to indicate the combined percentages of students proficient and advanced on the Dakota STEP state assessment. South Dakota tested all students in grades 3 through 8 and 11 during the 2002-2003 school year.

South Dakota's NCLB Report Card can be found at the following URL:

<https://sis.ddncampus.net:8081/nclb/index.html>

This report includes only those students who met the requirements of full academic year as defined by the state's accountability system.

South Dakota Percent Proficient and Advanced as measured by the Dakota STEP State Assessment
2002-2003 School Year

Student Group	Grade 3 Reading Percent of Students Proficient and Advanced	Grade 3 Math Percent of Students Proficient and Advanced	Grade 4 Reading Percent of Students Proficient and Advanced	Grade 4 Math Percent of Students Proficient and Advanced
All Students	73%	64%	85%	72%
American Indian or Alaskan Native	44%	33%	65%	42%
Asian	76%	68%	89%	73%
Black or African American	53%	39%	74%	49%
Hispanic or Latino	54%	47%	68%	46%
Native Hawaiian or Pacific Islander	NA	NA	NA	NA
White	78%	70%	89%	78%
Students with Disabilities	40%	38%	51%	39%
Limited English Proficient	20%	20%	52%	26%
Economically Disadvantaged	59%	49%	75%	58%
Migrant	46%	46%	55%	39%
Male	70%	65%	82%	72%
Female	75%	64%	88%	72%

Student Group	Grade 5 Reading Percent of Students Proficient and Advanced	Grade 5 Math Percent of Students Proficient and Advanced	Grade 6 Reading Percent of Students Proficient and Advanced School Year 02-03	Grade 6 Math of Students Proficient and Advanced
All Students	51%	58%	76%	44%
American Indian or Alaskan Native	22%	23%	47%	15%
Asian	57%	65%	73%	48%
Black or African American	30%	41%	60%	20%
Hispanic or Latino	35%	37%	56%	21%
Native Hawaiian or Pacific Islander	NA	NA	NA	NA
White	56%	63%	81%	49%
Students with Disabilities	23%	15%	27%	10%
Limited English Proficient	11%	16%	27%	8%
Economically Disadvantaged	37%	42%	62%	29%
Migrant	26%	37%	49%	20%
Male	49%	59%	72%	45%
Female	54%	56%	80%	44%

Student Group	Grade 7 Reading Percent of Students Proficient and Advanced	Grade 7 Math Percent of Students Proficient and Advanced	Grade 8 Reading Percent of Students Proficient and Advanced	Grade 8 Math Percent of Students Proficient and Advanced
All Students	72%	47%	77%	55%
American Indian or Alaskan Native	40%	14%	50%	19%
Asian	76%	45%	76%	56%
Black or African American	50%	20%	62%	29%
Hispanic or Latino	54%	20%	58%	28%
Native Hawaiian or Pacific Islander	NA	NA	NA	NA
White	77%	52%	81%	61%
Students with Disabilities	22%	7%	28%	10%
Limited English Proficient	24%	9%	13%	34%
Economically Disadvantaged	57%	31%	62%	38%
Migrant	46%	26%	42%	26%
Male	69%	47%	71%	55%
Female	75%	47%	82%	56%

Student Group	Grade 11 Reading Percent of Students Proficient and Advanced School Year 02-03	Grade 11 Math Percent of Students Proficient and Advanced School Year 02-03
All Students	57%	69%
American Indian or Alaskan Native	30%	34%
Asian	47%	69%
Black or African American	37%	43%
Hispanic or Latino	41%	43%
Native Hawaiian or Pacific Islander	NA	NA
White	59%	72%
Students with Disabilities	9%	13%
Limited English Proficient	7%	18%
Economically Disadvantaged	43%	54%
Migrant	31%	38%
Male	52%	67%
Female	62%	72%

II. SCHOOLS IN NEED OF IMPROVEMENT

A. In the following chart, please provide a list of Title I schools identified for improvement, corrective action, or restructuring under section 1116 for the 2003-2004 school year, based upon data from the 2002-2003 school year. For each school listed, please provide the name of the school's district, the reason(s) for identification (e.g., missing proficiency target, participation rate, other academic indicator), and the school improvement status for the 2003-2004 school year (e.g., school in need of improvement year 1, school in need of improvement year 2, corrective action, restructuring).

32 schools were identified for school improvement for the 2003-2004 school year. All 32 schools are Title I schools as non-Title I schools received their first AYP status this year. South Dakota has chosen to use levels rather than years to define the stages of school improvement. These levels are defined below. We have 27 schools that are in Level 1 and 5 that are in Levels 2 or 3.

Level 1 = 2 consecutive years no AYP -- 1st year identified for school improvement (choice)

Level 2 = 3 years no AYP (Supplemental services)

Level 3 = 4 years no AYP (corrective action)

Level 4 = 5 years no AYP (plan restructuring)

Level 5 = 6 years no AYP (implement restructuring plan)

B. Briefly describe the measures being taken to address the achievement problems of schools identified for improvement, corrective action, and restructuring.

Statewide System of Support

Priority for assistance is given to districts with schools in school improvement. The department will continue to focus on building the capacity of districts to help their own schools. Effort are being made to build capacity within the educational cooperatives to help member and area schools with school improvement activities and NCLB implementation. DOE has also encouraged Universities to participate in providing support.

Technical assistance and professional development has been provided to districts and schools in school improvement. Informational meetings were held August 7, September 10, and October 7 to assist educators in understanding the requirements of school improvement and the technical assistance available to them. Four regional Data Retreats were conducted by DOE staff to enable all schools in improvement the opportunity to participate in the data analysis process. DOE also facilitated four regional peer reviews of school improvement plans in November.

Tools have been designed and provided to help with school improvement efforts such as:

- School Improvement Plan template
- School Improvement Process
- Standards Implementation Self-Evaluation
- Data-Based Decision Making web-tool (DBDM -- <http://www.ael.org/dbdm/>)

SD DOE has continued its practice of providing School Support Team (SST) members to help schools with school improvement planning and monitoring implementation of the school improvement plan.

Scientifically Based Research (SBR) Advisory Committees have been formed. These committees will review research relevant to reading and math strategies and programs and disseminate the findings of the review to all districts and schools. Priority for review will be those strategies and programs proposed by schools in improvement. Professional development for effective instructional strategies in reading and math will be provided once identified.

Additional funding for Title I schools is available through allocations from the 2% set-aside of the state's Title I Part A allocation.

Schools Identified for Improvement, Corrective Action, and Restructuring

District Name	District NCES/CCD ID Code	School Name	NCES/CCD ID Code	Reason Identified						School Improvement Status
				Reading/Language Arts		Mathematics		Other Academic Indicator		
				Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Academic Indicator/(elementary/middle schools)	Graduation Rate (high schools)	
Andes Central School District	4639540	Andes Central Elementary	4639540-359	X						Reading Level 1
Bennett County School District	4606240	Bennett Co. JH	4606240-1015			X				Math Level 1
Bon Homme School District	4607400	Hutterische Colony Elem.	4607400-60	X						Reading Level 1
Bon Homme School District	4607400	Tyndall Elem.	4607400-64							Reading Level 1, 1 year AYP
Eagle Butte/Cheyenne River BIA	4620100	Eagle Butte Upper Elementary	4620100-605	X		X				Reading and Math Level 1
Freeman School District	4625500	Wolf Creek Colony Elem.	4625500-222			X				Math Level 1
Kadoka School District	4637500	Kadoka HS	4637500-349							Reading and Math Level 1 – 1 year AYP both
McLaughlin School District	4646380	McLaughlin Middle School	4646380-922			X				Math Level 1
McLaughlin School District	4646380	McLaughlin Elem.	4646380-415	X		X				Reading and Math Level 1
Newell School District	4650850	Newell Elem.	4650850-468							Reading and Math Level 1 – 1 year AYP both
Newell School District	4650850	Newell Middle School	4650850-968							Math Level 1 – 1 year AYP

District Name	District NCES/CC D ID Code	School Name	NCES/CCD ID Code	Reading/Language Arts		Mathematics		Other Academic Indicator		School Improvement Status
				Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Attendance/ (Elem, MS)	Graduation Rate (high schools)	
Rapid City School District	4659820	E.B. Berquist Elem.	4659820-537	X						Reading Level 3, Math level 2 – 1 year AYP
Rapid City School District	4659820	General Beadle Elem.	4659820-536	X		X				Reading and Math Level 3
Rapid City School District	4659820	Knollwood Heights Elem.	4659820-539	X		X				Reading and Math Level 1
Rapid City School District	4659820	North Middle School	4659820-532	X		X				Reading and Math Level 1
Shannon County School District	4665460	Batesland Elementary	4665460-573	X		X				Reading and Math Level 1
Shannon County School District	4665460	Rockyford Elem.	4665460-576	X	X	X				Reading and Math Level 1
Shannon County School District	4665460	Wolf Creek Elem.	4665460-574			X				Math Level 1
Sioux Falls School District	4666270	Hawthorne Elem.	4666270-936	X						Reading Level 2, Math Level 1 – 1 year AYP
Sioux Falls School District	4666270	Jane Addams Elem.	4666270-594							Reading and Math Level 1 – 1 year AYP both
Sioux Falls School District	4666270	Laura B. Anderson Elem.	4666270-597	X						Reading Level 1
Smee School District	4675600	Wakpala Elem.	4675600-698	X						Reading Level 1
Smee School District	4675600	Wakpala HS	4675600-699			X				Math Level 1
Todd County School District	4672090	O'Kreek Elem.	4672090-509			X				Math Level 1

District Name	District NCES/CC D ID Code	School Name	NCES/CCD ID Code	Reading/Language Arts						School Improvement Status
				Reading/Language Arts		Mathematics		Other Academic Indicator		
				Proficiency Target	Participation Rate	Proficiency Target	Participation Rate	Attendance/ (Elem, MS)	Graduation Rate (high schools)	
Todd County School District	4672090	South Elem.	4672090-1041	X		X				Reading and Math Level 1
Todd County School District	4672090	Todd County HS	4672090-678			X	X			Math Level 1
Todd County School District	4672090	Todd County Middle School	4672090-814	X		X				Reading and Math Level 3
Todd County School District	4672090	Rosebud Elem.	4672090-675	X						Reading Level 1
Todd County School District	4672090	He Dog Elem.	4672090-669			X				Math Level 1
Tripp-Delmont School District	4672450	Clearfield Colony Elem.	4672450-1091	X						Reading Level 1
Wagner School District	4675420	Wagner JH	4675420-942							Reading and Math Level 2 – 1 year AYP both
White River School District	4678570	White River Middle School	4678570-951			X				Math Level 1

III. PUBLIC SCHOOL CHOICE AND SUPPLEMENTAL EDUCATIONAL SERVICES

A. Public School Choice

1. Please provide the number of Title I schools identified for improvement, corrective action, and restructuring from which students transferred under the provisions for public school choice under section 1116 of Title I during the 2002-2003 school year. _____1_____
2. Please provide the number of public schools to which students transferred under the provisions for public school choice under section 1116 of Title I during the 2002-2003 school year. _____1_____
3. Please provide the number of students who transferred to another public school under the provisions for public school choice under section 1116 of Title I during the 2002-2003 school year. _____1_____

B. Supplemental Educational Services

1. Please provide the number of Title I schools identified for improvement, corrective action, and restructuring whose students received supplemental educational services under section 1116 of Title I during the 2002-2003 school year. _____1_____
2. Please provide the number of students who received supplemental educational services under section 1116 of Title I during the 2002-2003 school year. _____7_____

IV. HIGHLY QUALIFIED TEACHERS

In the September 1, 2003, Consolidated State Application submission, States provided information on the percentage of classes in core academic subjects taught by “highly qualified” teachers in the aggregate and in “high-poverty” schools. For the 2002-2003 school year, please now also provide the percentage of classes in the core academic subjects taught by “highly qualified” teachers (as the term is defined in Section 9101(23) of the ESEA) in “low-poverty” schools. (Section 1111(h)(1)(C)(viii) defines “low poverty” as schools in the bottom quartile of poverty in the State).

Percentage of classes in core academic subjects taught by “highly qualified” teachers in “low-poverty” schools during the 2002-2003 school year.

___90.8%___